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ABSTRACT

These guidelines provide basic information to administrators, teachers, library media specialists and the general public for the evaluation of library media programs at the school and district level. They can also be used as a resource for establishing, developing and improving programs as well as for setting goals and objectives for the program and its personnel. Guidelines are presented in the following areas: (1) School Library Media Programs; (2) Instruction and Services; (3) Staff; (4) Resources and Budget; (5) Facilities; (6) Support for School Library Media Programs; and (7) Library Media Program Evaluation. Four appendices present the minimum standards for integrating school district library and media services into learning resource centers; the subject area endorsement recommendations by colleges and universities; the results of the 1990 survey of Washington school libraries, including data on school size, staff numbers, expenditures, facilities, and collections; and three national professional organization documents (i.e., Library Bill of Rights from the American Library Association, an interpretation of the Library Bill of Rights, and a statement on intellectual freedom by the Association for Educational Communications and Technology). (MAB)

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INFORMATION POWER

FOR WASHINGTON

GUIDELINES FOR SCHOOL LIBRARY MEDIA PROGRAMS

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WASHINGTON LIBRARY MEDIA ASSOCIATION

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Information Power for Washington

Guidelines for School Library Media Programs

A Cooperative Project by

The Certification and Standards Committee of The Washington Library Media Association

and

Office of Superintendent of Public Instruction Olympia, WA

Revised 1991

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PREFACE

Chapter 180-46 WAC established minimum standards and guidelines for school library media programs in the State of Washington. These standards and guidelines are basic to the instructional programs in each school. Implementation of these guidelines has the potential for significant improvement of the instructional program, leading to its paramount goal: independent and life-long learners.

WAC 180-16-240 (Supplemental Program Standards) requires that each school district superintendent shall file each year a statement indicating whether or not the district has established a learning resources program maintained in accordance with Chapter 180-46 WAC and WAC 392-190-055. The State Board of Education adopted guidelines for Chapter 180-46 WAC, recommending that the district use these guidelines as criteria for measurement of compliance with Chapter 180-46 WAC.

This document will use the term *school library media programs* instead of learning resources except when quoting state laws or WACs. Although the state law refers to these programs as learning resources programs, the current terminology used by *Information Power* and the Washington Library Media Association is library media programs.

The following timeline lists the events and publications leading to this document:

1960 *Standards for School Library Programs* American Association of School Librarians (AASL).

1960 *Recommended School Library Services & Standards* Office of Superintendent of Public Instruction (OSPI).

1969 *Standards for School Library Media Programs* American Association of School Librarians, Division of Audio-Visual Instruction of National Education Association.

1975 *Media Programs: District and School* American Association of School Librarians, Association for Educational Communications and Technology (AECT).

1975 Standards for Learning Resources (Chapter 180-46 WAC) adopted by Washington State Board of Education.

1976
-78 Joint Committee of Washington State Association of School Librarians, Washington Association for Educational Communications and Technology, and Office of Superintendent of Public Instruction staff developed the guidelines and explanatory material into a document to assist educators in their efforts to implement Chapter 180-46 WAC to improve instructional programs.

1977 Guidelines (as developed by above committee) reviewed by an OSPI Technical Resource Committee.

1981 Guidelines adopted by State Board of Education.

1981 *Standards and Guidelines for Learning Resources* published by Office of Superintendent of Public Instruction and Washington Library Media Association.

1988 *Information Power* American Association of School Librarians, Association for Educational Communications and Technology.

1988
-90 Revisions made to *Standards and Guidelines...* by Washington Library Media Association and OSPI, resulting in this new document.

PURPOSE

The Superintendent of Public Instruction is committed to the constitutional guarantee that every student has the right to equal educational opportunities without regard to place of residence or other factors of birth or social condition. As part of its effort to fulfill this responsibility, the Office of the Superintendent of Public Instruction assists districts in their efforts to provide equal access to the library media resources and services required for a quality instructional program.

The Superintendent of Public Instruction and the Washington Library Media Association share the view that the library media center is an integral part of the school. As stated in *Information Power,* the 1988 national guidelines for such programs, the mission of the school library media program is to "ensure that students and staff are effective users of information and ideas."

This document is intended to provide basic information to administrators, teachers, library media specialists and the general public in the evaluation of library media programs at the school and district level. It can also be used as a resource for establishing, developing and improving programs as well as setting goals and objectives of the program and its personnel.

Although educational needs differ from district to district and from school to school, these guidelines are valid reference points for any program regardless of size or educational organization.

Information Power for Washington represents the collective experience and collaborative expertise of professional leaders whose skills and knowledge come from the classroom as well as the library media specialization. It assumes that learning to learn is the central focus of education at all levels. It also assumes that free access to information and openness to ideas are the cornerstones of American education.

If power and personal status are truly derived from access to information and the ability to evaluate its usefulness, then it becomes the responsibility of those who teach and those who facilitate the educational process to provide a wide and diverse base of information sources. To fulfill this responsibility, the library media program must be properly funded, staffed and housed.

Therefore, this description of effective library media programs for Washington State should not only provide guidelines for districts and school, but it may serve as a standard for communities and the expectations they

should hold for their students. Legislators and agencies of state government may use these guidelines as indicators to determine if funding levels are adequate and its policies are supportive. Colleges and universities who train school library media specialists, teachers and administrators may use these guidelines for communicating the individual and mutual responsibilities that are inherent in each role of the instructional team. Failure to meet these responsibilities diminishes the students' opportunity to learn to cope with an ever-changing and ever-expanding body of knowledge and decreases their chances for sharing in the power of information.

MISSION STATEMENT

The mission of the library media program is to ensure that students and staff are effective users of ideas and information.

DESIRED STUDENT OUTCOMES

Students will become confident, effective consumers and creators of ideas and information.

Students will develop skills and attitudes to become independent, life-long learners.

Students will have an awareness of a wide diversity of cultures, points-of-view, and individual differences.

Students will appreciate creativity in themselves and in others as expressed through a variety of media.

Students will learn more effectively in all curricular areas because they have access to a variety of resource formats which accommodate a variety of learning styles.

Students will extend and enhance what they learn in the classroom by means of enrichment resources available through the library media program.

Students will fulfill their personal needs and explore their own interests by using the resources available through the library media program.

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CHAPTER 1

SCHOOL LIBRARY MEDIA PROGRAMS

WAC 180-46-005 PURPOSE. The purpose of this chapter is to implement RCW 28A.305.180 through the adoption of rules and regulations establishing minimum standards for integrating school district library and media services into learning resources centers.

WAC 180-46-010 LEARNING RESOURCES CENTERS. Audiovisual centers, libraries and media centers shall be integrated into a learning resources center and may consist of other designated space(s) within each school building or campus.

WAC 180-46-015 LEARNING RESOURCES. Instructional materials, the library collections and audiovisual equipment shall be integrated as learning resources which are defined as, but not limited to, those organized collections of books, filmstrips, slide sets, newspapers, educational radio programs, educational television programs, periodicals, microforms, audio and video formats, records, vertical file collections, pamphlets, study prints, maps, charts, globes, overhead transparencies, dioramas, realia, models and other materials and equipment that provide instructional value.

WAC 180-46-020 LEARNING RESOURCES PROGRAMS. Audiovisual, library and media programs shall be integrated as learning resources programs. These programs in each school district are to be directed toward the implementation of the district's instructional goals and objectives and consistent with the goals for Washington common schools, as adopted by the State Board of Education. These programs are to include strategies for implementation and a system for continuing education.

In our rapidly and continually changing world, success often depends on our ability to locate, identify, and effectively process information and ideas. Change itself may be one of the few constant factors and most important characteristics of life in the twentieth century. In order to prepare our students for a future in the twenty-first century, the school must provide opportunities for students to learn and practice critical and creative thinking, problem-solving, information retrieval, information management, and effective communication.

The library media program is an integral part of the educational process, and its goals and objectives are contributory to the overall aims of the school. The activities and resources of the library media center are totally directed to this end. Through collaborative efforts with all members of the instructional team, the library media specialist works to help students to master information skills and their application in all subject areas.

PARTNERSHIPS

A partnership between administrators, teachers, parents and the library media specialist is essential in the implementation of an effective library media program. Without a partnership there is no avenue to collaborative planning, cooperative teaching and the integration of classroom and information skills objectives.

A partnership begins with discussions of a shared vision of plans and expectations. From this shared vision, specific beliefs about the library media program emerge. Roles of the partners are defined, the planning process develops and participation becomes a cooperative effort.

A SAMPLE VISION STATEMENT FOR SCHOOL LIBRARY MEDIA PROGRAMS

We envision a library program where students are engaged in activities that have been mutually designed by teachers and the library media specialist who work together in a spirit of cooperation with time to plan during the school day.

In this vision the library media program fully supports and is integrated into the curriculum of all classes in the school. There are adequate materials to meet instructional needs, and these resources are appropriate to the age levels and interests of the students.

This vision also includes a library media specialist who is an experienced teacher with a learning resources endorsement to the Washington State teaching certificate and a masters degree or equivalent from a program that combines academic and professional preparation in library and information science, education, management, media, communications theory and technology. This professional person is knowledgeable of resource-based instruction and works with teachers to develop an information skills curriculum for the school. With the teachers the library media specialist plans lessons which utilize the resources of the library media center. In partnership they develop methods of instruction and determine the materials needed to meet the objectives that have been defined.

Students in the library media center are engrossed in reading, using various information sources, listening to booktalks or stories, or developing a product of their own research that has included a variety of media formats. Students enjoy using the library media center and are treated with respect and caring. They are challenged to pursue their interests and information needs by using libraries of all types. Because of the positive experiences in the school library media center, students develop a life-long appreciation of books and reading and seek out information they need to realize their personal goals.

SAMPLE BELIEF STATEMENTS FOR SCHOOL LIBRARY MEDIA PROGRAMS

We believe that:

- The library media program must be directed toward student outcomes.
- The library media program must provide all users equal access to ideas and information.
- The library media program subscribes to the philosophy of "Access to Resources and Services in the School Library Media Program," An Interpretation of the *Library Bill of Rights* (see Appendix D).
- Learning activities must be well-designed through collaborative effort of the teacher and the library media specialist.
- Learning activities will provide students with opportunities to develop skills in selecting, retrieving, analyzing, evaluating, synthesizing and creating information at all age levels and in all subject areas.
- The library media center functions as the information center of the school.

THE ROLE OF THE PRINCIPAL

As the instructional leader in the school, the principal takes a key role in determining the goals and objectives of the instructional program. It is he or she who is active in establishing and carrying out policys and procedures and provides leadership in the planning process of the library media center.

The principal supports funding for the library media center at a level which ensures there are adequate resources to carry out the mission of the program. He or she works with the library media specialist to obtain a budget to meet short and long term goals for collection development and services.

The principal promotes the integration of the library media program into the curriculum. He or she encourages collaboration between teachers and the library media specialist in designing instructional activities and teaching information skills. The principal supports inservice activities that help teachers use media and technology in their classrooms.

THE ROLE OF THE TEACHER

The teacher and the library media specialist are co-designers of instructional use of media. Through a planning process that includes the setting of objectives, defining outcomes and selecting resources, this partnership creates assignments that will afford successful learning experiences for students. Together they form a powerful team that impacts learning.

THE ROLE OF THE LIBRARY MEDIA SPECIALIST

The library media specialist is the human link between the library media program and its users. As the mission, goals, and activities for the program are established, he or she ensures that the program achieves successful student outcomes.

This professional person brings to the school expertise in the management, organization and retrieval of information. The school library media specialist is a teacher, consultant and information specialist. He or she effectively teaches information skills through formal lessons cooperatively planned with the classroom teacher and through informal contacts with students using the library media center

facilities. As a consultant, the library media specialist participates in curricular projects and is active in selecting and evaluating instructional media and educational technology. As an information specialist, he or she assesses information, provides adequate resources and assists in locating and using materials.

PARTNERSHIPS WITH STUDENTS

The student is also a partner in the learning process and should be included in planning and evaluating activities and in selecting materials. As a user he or she can contribute insights into the appeal of the facility, its resources, the motivation potential of the instruction given and the other activities of the library media program. It is the student who is the ultimate consumer of the services, and recognition of this fact is essential in all phases of planning.

EVIDENCE OF PARTNERSHIPS

The following are indicators that partnerships are in place in any given school:

- The principal provides time during faculty meetings to demonstrate new materials and equipment.
- The principal gives high priority to the information needs of students and teachers when constructing the building budget.
- The principal includes the use of library media center resources and services when evaluating teachers.
- Teachers and the library media specialist plan instructional units together.
- Teachers and the library media specialist jointly evaluate student outcomes.
- The library media specialist is proactive in working with teachers to promote the use of media in the classroom.
- The library media specialist is available to help students use materials and find information.
- The library media specialist participates in the planning for the use of technology in the building.
- Students are encouraged to offer suggestions for media purchases.

Clearly the library media program is not isolated or simply an adjunct to the curriculum taught in the school. When classroom objectives and information skills objectives are coordinated the library media program becomes an indispensable facet of the educational process.

CHAPTER 2

INSTRUCTION AND SERVICES

WAC 180-46-025 SERVICES. Each school district shall provide services relevant to and integrated with the district's educational program and directed toward meeting the creative and informational needs of each student.

WAC 180-46-035 PRODUCTION. Each school district shall provide the opportunity for every student and teacher to design and produce a variety of media as part of the learning and teaching process.

SERVICES

Effective instruction in the use of informational media requires a set of student objectives integrated into the curriculum of appropriate subject areas and cooperatively planned by teachers and the library media specialist. An integrated approach to information skills instruction includes:

- An identified sequence of instructional objectives for information skills.
- A plan for incorporating the teaching of information skills in the activities and instruction of the classroom.
- A flexible schedule of instructional time in the library media center.

THE DEVELOPMENT OF INFORMATION SKILLS

Information skills encompass the knowledge, attitude and ability for effective access and use of information in its many forms. They involve understanding of new ideas and facts as they relate to what is known. Life-long learners are able to put information to work solving problems and making decisions. A program of information skills is focused on both the affective and cognitive elements of learning outcomes:

Affective outcomes

The learner will be able to:

- Value learning and the uses of information.
- Feel competent to learn and make effective use of information
- Be able to follow through the steps of finding, evaluating and using information.
- Take personal responsibility for learning and for completing tasks.

Cognitive outcomes

The learner will be able to:

- Formulate a question or identify a need for information.
- Relate the question to prior knowledge.
- Identify key words, phrases and concepts.
- Arrange concepts into an information outline.
- Focus questions to organize an information search.
- Locate information sources.
- Progress from general to specific information sources in pursuing a search.
- Identify relevant information from sources.
- Evaluate information sources.
- Interpret, infer, analyze and paraphrase information.
- Organize information for its intended use.
- Apply information for the intended purpose.

Source: Information Skills Curriculum Guide.

LITERACY AND APPRECIATION

The library media program promotes literacy and the enjoyment of reading, viewing and listening. Involvement with a wide variety of literature gives the student enhanced skills and broadened experiences. As a result of this involvement, students will:

- Develop an understanding of human behavior and thought.
- Enjoy vicarious experiences in a variety of times, places and cultures.

- Develop imagination.
- Enjoy and become involved with the concept of story.
- Develop awareness of language and enjoy its forms and sounds.
- Develop awareness and enjoyment of the visual elements in books and other media.

As an outgrowth of interaction with the literature of media forms, the student will have an opportunity to express ideas and products of his or her imagination. The library media center provides facilities, equipment and instruction in skills and attitudes which foster creativity and the expression of ideas. Through these creative experiences the student gains a personal relationship with drama, storytelling, puppetry, creative writing, audio-visual production and graphic design.

FLEXIBLE SCHEDULING

To meet students' real information needs, it is important to recognize that their interests and motivations to learn are often diminished by artificial time schedules. Schedules that presume that every student in a class will have a need at the same hour every week ignore what educational theory has demonstrated over the years. Instead, opportunities to use the resources of the library media center should be related to classroom assignments, research projects and the motivation of personal inquiry.

The need to know is a highly individualized characteristic and represents the teachable moment. It is best served by a teacher and a library media specialist working together to identify the opportune time for learning rather than following a rigid schedule that may be convenient logistically but fail educationally.

SERVICES TO SUPPORT THE INSTRUCTIONAL PROGRAM

As a member of the instructional team, the library media specialist participates in grade level, departmental, school and district curriculum design and assessment projects. He or she helps teachers develop instructional activities that incorporate media into the teaching and learning act. The library media specialist provides professional growth experiences for the staff related to materials, emerging technologies and information skills instruction.

To provide assistance to teachers in designing instruction, the library media specialist follows a process which includes:

- Defining objectives.
- Assessing learner characteristics and using standardized test scores.
- Developing lessons and units through:
  - Analyzing the learning tasks.
  - Selecting instructional strategies.
  - Selecting and/or creating resources.
- Developing procedures for assessing student performance.
- Evaluating and revising instructional strategies.

Information Services to Students and Teachers

The library media program informs users about services, new materials and equipment and assists in locating and using information resources within and beyond the school library media center. Students, teachers and parents receive guidance in the selection of materials through practical and flexible policies.

Production of Media

Production includes duplication and reproduction within copyright guidelines, video recording of school events, and the design and production of a variety of media. The types of media produced will vary according to the needs of users, the talents of staff and the resources available.

Production services may be offered at one or more of the following five levels of involvement:

Level 1: Providing access to equipment and services from outside the school.
Level 2: Providing materials and equipment from the production of simple media for teaching and student presentations.
Level 3: Assisting students and staff in production projects.
Level 4: Instructing students and staff in production techniques.
Level 5: Producing media for classroom use.

CHAPTER 3

STAFF

WAC 180-46-045 STAFF. Each school district shall provide for a sufficient number of qualified certificated and supportive learning resources staff to meet the identified need of students and teachers in each school.

WAC 180-79-086 Minimum preparation for endorsements for teachers. (For full text, see Common School Manual.)

WAC 180-79-370 Learning Resources--Subject area endorsement. In order to receive an endorsement in learning resources, the candidate shall have completed the minimum course work credit hours in the subject area of learning resources, including, but not limited to, credit hours in each of the following essential areas of study:

(1) Library/media materials selection
(2) Materials production
(3) Literature for children and young adults
(4) Information services
(5) Learning resources management
(6) Instructional methods in learning resources.

WAC 180-85 Professional Certification--*Continuing Education Requirement Certificated staff receiving certification after August 31, 1987 must fulfill this requirement, commonly known as "Clock Hours."* (For full text, see Common School Manual.)

CERTIFICATED PERSONNEL

The school library media specialist has three distinct roles in the operation of the library media center that call for special talents and training. This diversity includes the background of an experienced classroom teacher, the expertise of an instructional consultant and the skills of an information specialist. These roles require preparation in many fields.

The minimum initial level of preparation to qualify a learning resources endorsement to the teaching certificate is twenty-four (24) quarter hours of college credit from the following six subject areas:

1. Library/media materials selection.
2. Materials production.
3. Literature for children and young adults.
4. Information services.
5. Learning resources management.
6. Instructional methods in learning resources.

The recommended level of preparation for a school library media specialist is a Masters Degree in Library Science or a closely related field in addition to the teaching certificate. Further course work might include:

- Library Media Center organization, administration and management.
- Print, non-print and hardware collection development.
- Information technology systems management and information policy.
- Network development and management.
- Print and non-print instructional materials.
- Recreational materials.
- Library and information programs and services.
- Library services for special needs populations.
- Research and research services.
- Instructional design and development.
- Curriculum development.
- Information transfer by various media forms.

- Telecommunication systems and services.
- Computer systems and services.
- Forms of media production and use.
- Facility design.

Continuing education programs which foster continual self-assessment and professional growth are encouraged. These may include:

- Academic experiences at colleges and universities.
- Professional association memberships.
- Attendance and/or presentations at conferences and workshops.
- Field experience.
- Participation in staff development projects.
- Systematic reading of professional literature.
- Participant in research and publication projects.

CLASSIFIED PERSONNEL

Classified personnel are non-certificated staff members who work under the direction of the certificated library media specialist. They have a general knowledge of library media program functions as well as those skills necessary for performing specific duties. Preparation for these positions include a high school diploma or GED and vocational course work supplemented with on-the-job training and experience. It is desirable to have completed a library technician program at the community college level. Secretarial and clerical staff members are competent to perform the tasks of ordering, receiving, preparing and maintaining records. They may supervise the library media center in the absence of the library media specialist

General Principles for Staffing Library Media Programs

A certificated Library Media Specialistf should be available in each school for such services as program consultation, evaluation and selection. In allocating the library media specialist's time, attention needs to be paid to the three roles he or she fills: *Information Specialist*, *Instructional Consultant* and *Teacher* . As teachers, library media specialists need adequate preparation

time. Additional certificated library media specialists should be added as enrollment and need for services expand. When there is more than one certificated library media specialist in a school, one should be designated as department head.

A library media clerical position is recommended as the first supportive position and a classified media technician as the next supportive position. Some schools are changing job descriptions for classified aides to instructional assistants, emphasizing the importance of the instructional role of the library media program in the school. Duties of classified staff members should be assigned so that the certificated staff can perform the roles of teacher, information specialist and instructional consultant. The FTE allocations of classified library media staff should be reflected by actual time working in the library media program.

If hours of service are extended beyond the regular school day or year, additional certificated and classified staff should be provided. Although the use of volunteers can enrich the library media program, volunteers are not substitutes for paid certificated and classified staff.

RECOMMENDED STAFFING RATIOS

Recognition must be given to the numbers of staff needed to provide an effective program of services and instruction. Larger programs, or those which offer more services to faculty and students must increase staffing according to identified needs.

ENROLLMENT	F.T.E.* Certificated	F.T.E.* Classified
100-150	.5	.5
151-250	.5	1.00
251-450	1.00	1.00
451-600	1.00	1.50
601-800	1.50	1.50
801-1000	1.50	2.00
1001-1200	2.00	2.00
1201-1800	2.00	3.00

* FTE = Full time equivalent

SMALL SCHOOL CONSIDERATIONS

In very small schools where classroom teachers are assigned responsibilities for the library media program the district should provide an opportunity and encouragement to acquire the learning resources endorsement.

Library media professionals should be available on a regular basis for consultation, evaluation and selection of materials. These services might be made available from an ESD or contracted with a neighboring district or regional library.

CHAPTER 4

RESOURCES AND BUDGET

> WAC 180-46-030 EQUIPMENT AND MATERIALS. Each school district shall provide learning and teaching resources in each school which are adequate in quality, quantity, and variety and organized so as to enable students and professional staff to select materials necessary to achieve the district's instructional objectives.

Information resources available to students and staff include the collections of print and non-print materials and supporting equipment housed in the school as well as electronic information sources. The collection in the school is supplemented by information sources beyond the school.

LIBRARY MEDIA COLLECTIONS

The term "collection" includes all of the information resources available to students and staff through the library media center. These materials support the curriculum and meet the personal information needs and interests of students. To achieve these purposes the collection must include a wide range of subjects, match many levels of student abilities and represent diverse points of view. In addition to providing information, the collection includes items which portray the creative artistry, insight and vision of the human mind and which contribute to the development of both cognitive and affective skills.

To accommmodate various learning styles and enrich learning opportunities for all students, a variety of information formats is necessary. These formats, i.e., visual and auditory, verbal and non-verbal, concrete and abstract, are delivered through a variety of technologies.

To make optimum use of resources, all materials should be organized and made available to all members of the school community through a centralized catalog. In addition, a consolidated inventory of equipment also helps staff to use media in the process of instruction.

Data regarding library collections and services were collected from a random sampling of Washington state school library media centers. The results of this survey are included in Appendix C.

COLLECTION DEVELOPMENT

Collection development is the process designed to ensure that the materials and equipment identified for inclusion in the library media collection are adequate in quality, quantity and variety. Collection development takes place under the leadership of a certificated library media specialist who has had training in the evaluation of learning resources and instructional equipment. This professional person is knowledgeable of the curriculum, user characteristics and needs and the availability of information sources beyond the school. Creating a functional media collection is a dynamic process in which the library media specialist involves the school staff and students in adding and withdrawing materials.

Collection development is most effective when guided by a plan of action which is periodically reviewed to ensure that the plan is adequate to develop a collection which reflects current needs of students and teachers. Factors to include in the plan are:

- Philosophy and goals of the school and library media program.
- Projected size of the collection.
- Systematic review of each category of materials.
- Renewal rates for different categories of material in the collection.
- Identification of areas of specialization to meet curricular emphasis and unusual needs.
- Criteria for selection of materials.
- Criteria to identify materials to be replaced or discarded.
- Process to identify user needs and their involvement with selection.
- Characteristics of users to be served.
- Priorities for acquisition.
- Identification of funding sources.
- Compilation of a future acquisitions list.

EVALUATION AND SELECTION OF MATERIALS AND EQUIPMENT

Each district is required to have an instructional materials policy which describes the process and the criteria for the selection or deletion of instructional materials. Although specific criteria may vary from district to district, the policy should include statements concerning content, the relationship of the materials to the curriculum and the characteristics of the students.

The evaluation of materials and equipment is a key function of the library media specialist's role. When evaluating the adequacy of a library collection, the following factors must be taken into consideration:

- Scope and diversity of the curriculum.
- Instructional strategies used by teachers.
- Diversity of student needs and characteristics.
- Density of the information of materials used.
- Number of access points such as terminals for data bases or multiple copies of media.
- Currency, quality, and relevance of the resources.
- Access to resources beyond the school.

Criteria for Selecting Resources

When evaluating materials for inclusion in or discarding from the library collection, consideration should be given the the following criteria:

- Curriculum needs of students and teachers.
- Personal and recreational needs of students.
- Cultural diversity of the school community.
- Varying points of view and opinions.
- Physical and developmental stage of students.
- Differences in learning styles.
- Unique characteristics of the local community.

Guidelines for Selecting or Discarding Equipment

Equipment needs are driven by the instructional program. An adequate equipment collection:

- Creates a classroom environment in which the use of media is a natural and unobtrusive event in the instructional process.
- Provides equipment that is easy to operate and economical to maintain.
- Ensures adequate ready access for students and teachers.
- Establishes compatibility with equipment used throughout the school, the district, and other support systems used by the school.

Methods to Evaluate Library Media Collections

In addition to evaluating a library collection on a title by title basis, the collection as a whole needs to be evaluated . There are numerous ways in which to evaluate the collection:

- Checking against lists of recommended materials.
- Soliciting recommendations from students, staff and other library media specialists.
- Creating lists of unfilled requests or unmet needs.
- Analyzing statistics relating to:
    - Rate of collection renewal.
    - Circulation.
    - Age and condition of materials.
    - Balance of print and non-print materials.
    - Size of collection compared to enrollment.

A combination of these methods yields the best results.

COLLECTION RENEWAL

Professional documents such as this have traditionally recommended quantitative standards. However, evaluating a library collection on the basis of items per pupil may not give an accurate picture of the adequacy of the collection for two

reasons. Firstly, some information needs are being met with electronic sources or other information from sources beyond the school. Secondly, even though some schools have a high item per student ratio, the materials are outdated and of little use.

In order for a collection to maintain its effectiveness, there are two requirements. The librarian must discard materials at the same rate at which they lose their effectiveness. In addition, there must be sufficient funds with which to purchase replacement materials .

Using Renewal Rates to Identify Materials to Discard and Replace

The practice of collection renewal assumes that a given category of material becomes ineffective over a specified period of time because of dated content, changes in curriculum or wear and deterioration. These items are then discarded and replaced with media of the same or newer format. .

Renewal rates are set for each type of material and equipment in the collection. The rates are developed based on the experience of the staff, professional judgement and a systematic, regular examination of the collection.

The renewal rates reflected in the table below are based on the best estimates of experienced library media specialists. These rates represent fairly stable situations and do not take into account the following factors:

- Major shifts in curriculum or instructional strategies.
- Major changes in the ages, background, or needs of students being served.
- Increase in student enrollment.
- Old collections inflated by the retention of many unusable items. and no longer able to meet the needs of the school.
- Annual loss and/or theft rate of more than two (2) percent.

Equipment replacement decisions must be based on the repair history of the item, comparative costs of repair versus replacement, changes in technology, and overall serviceability of a particular model. The rates recommended in the table for equipment are estimated averages for large collection of equipment in moderately heavy use.

Collection Category	Renewal Rate (years)
Hardback books, K-8	6-8
Hardback books, 9-12	8-10
Paperback books	2
Computer software	6
Audio and video recordings	10
Film formats	10
Audio and video playback equipment	10
Computer equipment	10

To determine how many items are to be replaced annually, the number of items in a given collection category is divided by the renewal rate for that category. The number of items to be replaced includes lost or stolen items. and the number of items to be discarded. To determine the number of items that must be discarded, subtract the number of lost or stolen items from the total number of items to be replaced.

Funding For Collection Renewal

If funding is inadequate to replace those items which have become outdated, the collection loses its ability to meet user needs because the percentage of obsolete items in the collection increases with the passage of years.

Figure 4.1 on page 22 shows the relationship between adequate funding to renew the collection and the percentage of useful items in the collection.

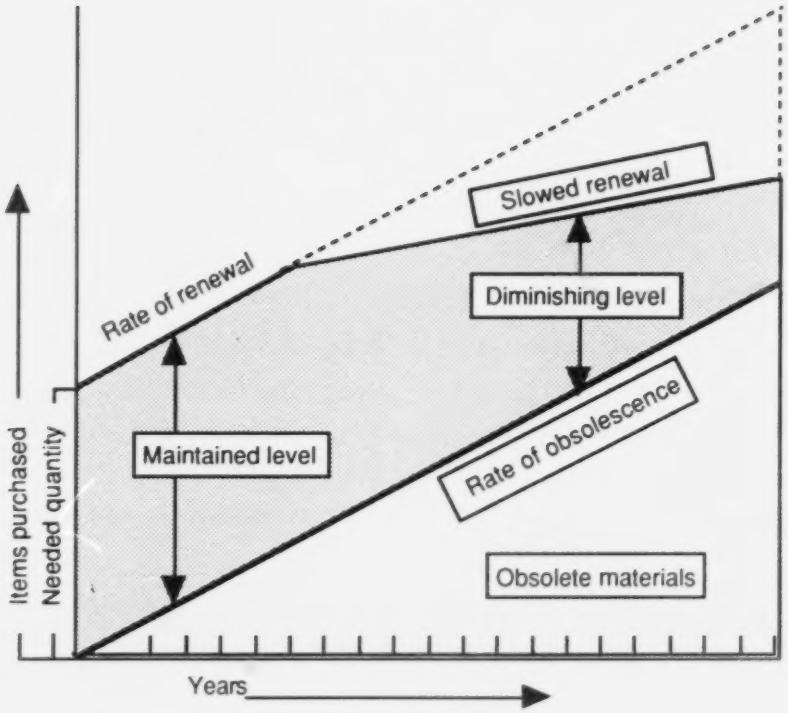


Figure 4.1

The renewal portion of a library budget for equipment and materials is calculated by identifying the number of items to be replaced in each collection category and multiplying that number by the current average cost per item. The funds needed in each collection category are added to determine the total funds needed for collection renewal.

FORMULA TO DETERMINE RENEWAL BUDGET	EXAMPLE
N= Number of items in collection category	6,000
R= Renewal rate for that type of item	8 years
N/R=Number of items to be replaced each year	750
C= Current average cost per item	$15.00
Cx(N/R)= Annual budget required for renewal	$11,250.00

BUDGET DEVELOPMENT

Library media programs require consistent and adequate annual funding to meet the needs of students and teachers. Unpredictable resources such as grants, federal programs or sporadic fund-raisers cannot be relied upon for library funding. While these supplementary means can enhance collections and provide for special needs, they cannot support a planned renewal schedule.

Developing an annual budget is one aspect of systematic planning to insure dependable, continuing program effectiveness. In addition to funds to renew the collection, monies are needed to provide other services. The chart entitled BUDGET CATEGORIES on the following page shows budget categories to consider when planning a budget.

BUDGET CATEGORIES

	Basis for calculation of budget needed
Supplies and materials (500)* -library supplies -projection lamps -computer supplies -media produciton supplies overhead pens, etc, office supplies -professional materials	Previous year's usage and changes in enrollment or equipment.
Instructional materials (600) -books -visual media -audio media -computer software -periodicals -newspapers -pamphlets	Use renewal rate calculation on next page. Consider factors not covered. Base subscriptions on use in previous year with adjustment for program changes.
Contractual services (700) -instructional television -media library access -field trips -equipment repair -on-line information networks -staff development -memberships -bindery, materials repair -speakers, authors, etc.	Most of these are charged by enrollment or usage. Adjust for changes and for needs not met in the previous year.
Travel (800)	
Capital outlay (900) -equipment -furniture -facility upgrade	For equipment, use circulation as rough estimate with final figures derived from the need to replace specified items and the need to adjust to meet program demands.

* state budget code number

INFORMATION ACCESS BEYOND THE SCHOOL

To offer the widest selection of information sources to students and teachers, it is necessary to supplement the resources of the school by reaching out into other

agencies and institutions of the community. This access is through both formal and informal arrangements.

Formal arrangements might include:

- Resource sharing among schools in the same district or geographic area.
- Resource sharing between school, public library and academic libraries.
- Consortia for providing films, videotapes, and specialized materials.
- Rental sources.
- Instructional television and other cooperatives.
- On-line database services and electronic bulletin boards.
- Previewing and reviewing cooperatives.

Informal arrangements might include:

- Parents and community members who have career expertise, talents, avocations or experiences.
- School district staff with special skills.
- Community service organizations.
- Professional organizations and unions.
- Senior centers.
- Businesses, farms, services, and professional people.
- Government agencies on all levels.
- Arts organizations, historical societies, travel clubs, and outdoor groups.
- Museums, galleries, and exhibits
- Ethnic organizations and exchange programs.

CHAPTER 5

FACILITIES

WAC 180-46-040 FACILITIES. Each school district shall provide in each school learning resource facilities so arranged as to encourage individualized and group learning through a wide variety of experiences.

The library media center should provide adequate spaces to support instruction, for easy access to media, facilitate inquiry, and motivate students and teachers to use the materials and services necessary for learning and teaching. The design must be flexible to accommodate expansion and to include new technologies.

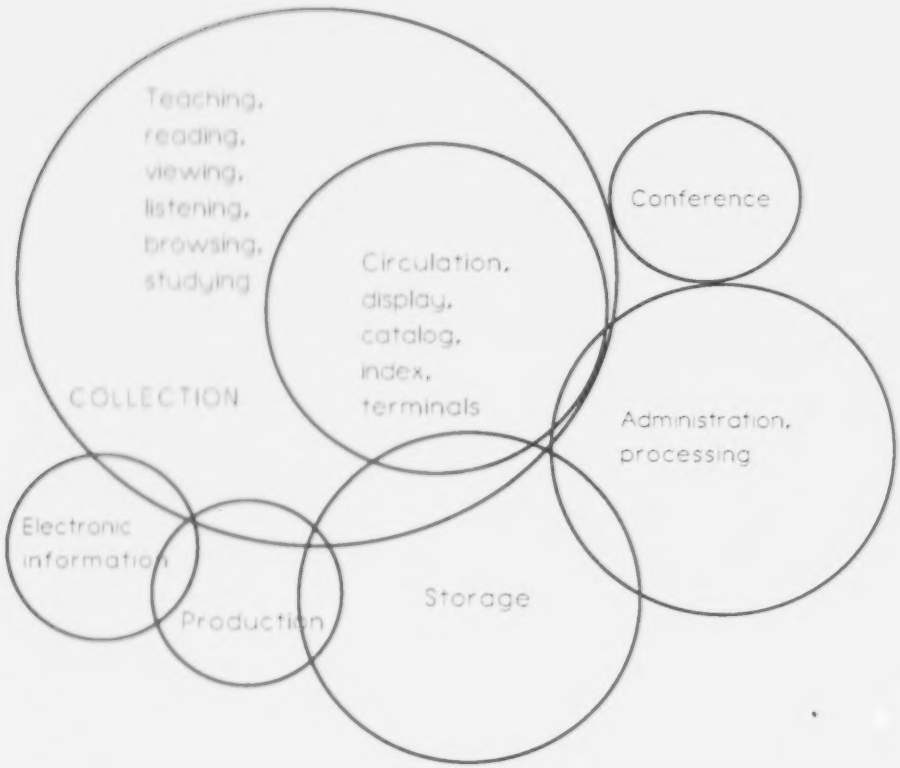
Teaching the use of information resources is a major activity of the library media center. Spaces in which small and large group instruction can be conducted should be located where the focus of attention is away from traffic patterns and less formal types of media usage by individual learners. Ease of supervision by the library media center staff requires a sense of openness yet a control of entrances and exits.

SPACE SPECIFICATIONS

- Instruction areas for small and large groups.
- Areas for reading, listening, viewing , computing and independent study with easy access to materials collections.
- Conference rooms for committee meetings of students and staff.
- A large multipurpose area adjoining or near to the library media center for viewing, lecture, and other media related activities.
- Storage space for the various media collections and their anticipated growth with consideration for their distribution and control. Included in this function are display, automated systems for security and circulation, reference services and reserve materials.
- A production area for the preparation of student and teacher media projects.
- A work space for the selection, organization, preparation and maintenance of materials.

- A storage space for media equipment and its distribution and maintenance.
- The capacity for the flexible utilization of equipment with ample electrical outlets, conduits, lighting control and access to phone lines and television cables for information retrieval.
- Standardized and modular wall, storage and seating units to maximize flexibility.
- Attention must also be given to access to hallways and classrooms for ease of equipment delivery and other purposes.

Planning Library Locations: A Conceptual Model to Illustrate Function and Space Relationships in a Library Media Center.



LIBRARY MEDIA CENTER PLANNING

Planning for a new library media center or the remodeling of an existing facility is not complete unless the staff who will operate this program have been involved in every phase of the process, from the initial planning to change orders to the final selection of furniture and color schemes. The expertise of the library media specialist contributes to designing an efficiently functioning area that saves time and expense.

The welcoming and pleasing atmosphere that the facility presents is an important factor in the design and operation of a library media center. Attractive and comfortable areas with spaces to display projects and exhibits should communicate to students and teachers that their interests and needs are priorities. It brings together the best in decor and design to satisfy the senses and stimulate the mind.

GUIDELINES FOR FACILITIES

- Facilities are located to provide easy access to and from classrooms and to encourage frequent use. Traffic flow should minimize interruptions and distractions.
- Facilities provide a comfortable, attractive and safe working environment.
- Facilities include space for independent study, small and large group activities, storage and circulation of a variety of media, and areas for reading, listening and viewing.
- Facilities provide space for the technical functions of the library media program.
- Facilities have flexibility to accommodate changing needs and new technologies.

CHAPTER 6

SUPPORT FOR SCHOOL LIBRARY MEDIA PROGRAMS

> WAC 180-46-055 OTHER SOURCES. When it is not feasible to provide resources at the building, the use of sources beyond the building must be considered as an alternative way of meeting standards.

Individual school library media programs are supported by the school district, educational service district and state library media programs. These agencies working in cooperation can provide the networking necessary to access information and technology not available in school library media centers. Individual schools rely upon district programs to provide leadership, resources, technical services and staff which enables them to develop their own programs. The districts in turn require similar support and assistance of ESD's and state agencies, as well as a strong advocacy role at the state and national level for the resources needed to develop district library media programs. Equal access to materials, resources and programs for all students is the goal of these agencies. Cooperative planning and resource sharing can provide students with the variety of services, facilities and equipment to meet their individual learning needs.

DISTRICT PROGRAMS

District library media programs are an essential factor in serving the needs of students. Under the supervision of a qualified library media administrator, the district program provides the leadership, direction and support for the overall library media program and individual programs at each school. In its cooperative relationship with building level programs the primary responsibility of the district program is to provide those resources, facilities, services and materials which cannot reasonably be furnished by the school.

Services Provided by District Level Library Media Programs

The primary functions of the district library media program include the following:

Planning and Administration

- Planning the overall library media program which includes identifying criteria, purposes, procedures and evaluation systems.
- Designing facilities for school and district library media programs.
- Providing information for budget planning.
- Selecting personnel for the district media program.
- Developing district media selection policies that support the educational program and reflect principles of intellectual freedom.
- Developing criteria for the selection of materials and equipment.
- Interpreting the media program to school and community and developing public information systems.
- Developing staff positions and job descriptions.
- Evaluating district library media programs.
- Coordinating federal purchases and projects for library media programs.
- Requesting and administering funds for interdistrict and interagency cooperative services.

Staff Development

- Providing for ongoing professional development.
- Orienting the district staff in all aspects of instructional technology.
- Providing consultative services to building library media personnel, administrators, and faculties.
- Developing inservice opportunities.

Services

- Maintaining or supervising the maintenance of media and equipment.
- Coordinating all library, media and related instructional materials and equipment services.
- Providing central processing services and/or selecting appropriate commercial services.

- Assisting in the development of basic library collections and other collections of instructional materials.
- Developing cooperative approaches for services of programs which the building finds difficult to attain.
- Applying appropriate forms of telecommunications such as television, radio, telephone line, computers and random access distribution.
- Selecting, distributing, and promoting effective use of district collections of materials and equipment.
- Applying instructional technology to curriculum planning and instructional development.
- Producing materials and maintaining production facilities.
- Coordinating the development and integration of library media and study skills into the instructional program.

EDUCATIONAL SERVICE DISTRICT PROGRAMS

The educational service district (ESD) is a regional agency whose primary purpose is to provide cooperative and informational services for local school district to assure equal educational opportunities for all students. In addition, they assist and provide information to the Superintendent of Public Instruction and the State Board of Education. In order to facilitate equal access to library media programs and services and to promote cooperative programs and services, the ESD uses the following guidelines.

Services Provided by Educational Service District Library Media Programs

- Provide advisory, consultative and information services for all aspects of school library media programs.
- Provide staff development opportunities for library media specialist, teachers and administrators.
- Provide accessibility and availability to varied instructional and library media to supplement building and district collections.
- Provide cooperative approaches for services and programs which may include processing and cataloging of materials, production,

networking, equipment repair, and cooperative purchasing of materials, supplies and equipment.

- Promote the adoption of new and tested technologies in the region, and set up pilot programs to test new technologies.
- Plan for the installation of telecommunication services such as distance learning and teleconferencing.
- Develop publications, newsletters, videos and other types of communications for disseminating information to the schools.
- Produce or distribute instructional television programs, specialized video, film or other media.
- Establish a preview and examination center for instructional materials and the emerging technologies.

STATE LEVEL LIBRARY MEDIA PROGRAM

The goals of the Office of the Superintendent of Public Instruction are to provide leadership, supervision and consultation in overall planning for coordinated development of library media programs in the State of Washington. Professionally qualified staff dedicated specifically to school library programs are employed to achieve these goals. These individuals advocate library media programs that comply with state and regional standards and national guidelines.

Services Provided by the Office of the Superintendent of Public Instruction

- Proposes standards, guidelines, and recommendations for library media programs to the State Board of Education.
- Assists districts in their efforts to implement the standards and recommended guidelines for library media programs.
- Provides equal opportunities for access to library media programs and services for all students in the state.
- Coordinates the library media programs with other educational activities in the state.

- Assists other organizations and agencies in their efforts to facilitate education through effective utilization of library media program and instructional strategies.
- Assists in the design and development of systematic approaches that integrate library media programs in to the instructional program.
- Provides library media program inservice and consulting services to local school districts, educational service districts and other agencies.
- Encourages the utilization of federal and state funds to facilitate the implementation of a district's instructional goals and objectives through the effective use of library media programs and instructional strategies.
- Facilitates selection and use of the instructional programs provided by public broadcasting stations, radio and television.
- Promotes and disseminates information regarding library media programs through public relations activities.
- Encourages and supervises the development of long range plans for effective library media programs.

CHAPTER 7

LIBRARY MEDIA PROGRAM EVALUATION

> WAC 180-46-065 PROGRAM EVALUATION. The guidelines adopted by the State Board of Education, which were developed by the Superintendent of Public Instruction as required by RCW 28A.03.095, shall be made available to school districts for use in assessing their learning resources programs and school districts shall be subject to continuing evaluation for such programs pursuant to WAC 180-16-240(2)(e).

Periodic and systematic evaluation of the library media program is essential to the success of that program. The purpose of evaluation is to assess the effectiveness of specific library media center activities as they relate to user needs. New information technologies and changes in current knowledge often dictate a review of policies and procedures. Evaluation should be viewed as an opportunity to improve information services to the school.

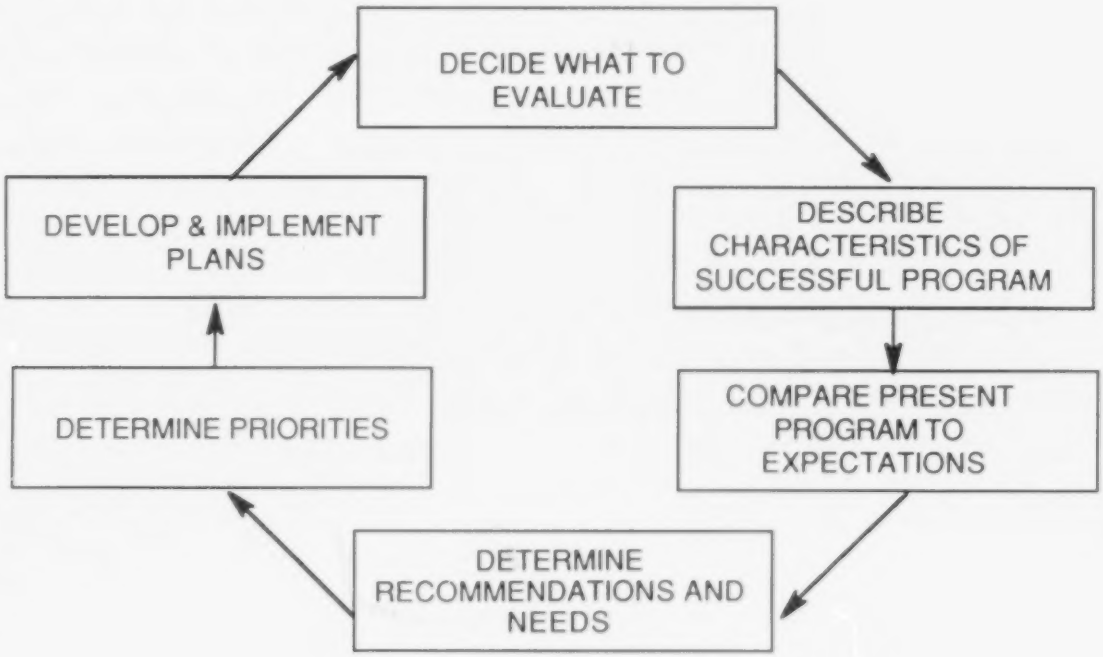
PURPOSE OF EVALUATION

- To determine the quality and the consistency in attaining stated goals and objectives of the program.
- To determine the needs of students and teachers which can be reflected in program policies, procedures, activities and services.
- To provide a basis for the allocation of resources.
- To recognize strengths and accomplishments of the program.
- To measure the impact of the library media program upon student learning.

PROCESS OF EVALUATION

Many researchers have described processes for program evaluation. They note that evaluation is a cyclical and on going process, which uses a broad base of

input from teachers, administrators, students and evaluation team members. The partnerships that are so vital to the success of the library media program are especially important during the evaluation process. In the diagram, the elements of both formal and informal evaluations are visually charted.


DECIDE WHAT TO EVALUATE
DESCRIBE CHARACTERISTICS OF SUCCESSFUL PROGRAM
COMPARE PRESENT PROGRAM TO EXPECTATIONS
DETERMINE RECOMMENDATIONS AND NEEDS
DETERMINE PRIORITIES
DEVELOP & IMPLEMENT PLANS

FORMAL EVALUATION

Many schools periodically plan formal evaluations of the library media program as a part of an accreditation process or the state-mandated self study (WAC 180-55). The formal evaluation gives an overall picture of the entire library media program. It often uses a visiting evaluation team drawn from respected professionals outside the school district to examine and reinforce self-study results. Once the evaluation committee or the visiting committee has made its recommendations and determined the needs of the program, the school must then determine the priorities of these identified needs and develop plans to achieve them. After implementing plans, it is again time to review and begin the evaluation process anew.

The formal evaluation generally uses a prepared evaluation instrument which can be adapted to local needs. The instrument describes desired characteristics of a successful program and provides a rating scale to compare the present program to the

desired one. Many excellent evaluation instruments are available (see bibliography). It is also possible, though more time-consuming, for a self-study committee to create its own instrument using evaluation questions similar to those below.

EVALUATION QUESTIONS

Program Expectations

Does the library media program reflect the philosophy and goals of the school and the expectations of the community?

Organization and Management

Are there long and short term goals for the program?
Are there adequate financial provisions for the program?
Is the process for materials and equipment selection adequate?
Is there a district selection policy?
Are materials organized for effective use?
Is computerized cataloging and circulation being implemented?
Are newer information technologies being acquired?
How accessible are materials and equipment?
Is the collection well-maintained?

Instructional Program

Is the program integrated into the curriculum?
What services are offered to students and faculty?
Is the media center open all day, before and after school?
Is the media center open to everyone, even when classes are scheduled?
Is there an instructional program for use of resources based upon an information skills curriculum for the school?
Do teachers and library media specialist cooperatively plan information skills lessons or units?
Is a positive attitude of students demonstrated toward the media center?
Are students encouraged to use resources of other libraries and other information resources outside the school?
Does the library media specialist expect to play a major role in the instructional program of the school?

Is the library media specialist involved in curriculum planning?
Is the library media specialist proficient in teaching information skills?

Resources

Are there adequate materials to support instruction and meet requests?

Personnel

What are the educational levels of professional staff members?
Are the professional staff trained in the use of information technologies?
Does the media center staff keep current through professional organizations, regular inservice, etc?
Is there adequate staff for the expectations of the program?
Does the library media specialist work effectively with teachers and departments to facilitate learning?
Is there evidence that the library media personnel continually make an effort to improve their effectiveness?

Facilities and Equipment

Is the environment of the library media center aesthetically pleasing and inviting?
Is there space for all activities?
Are furnishings adequate?
Is there adequate equipment to support instruction and meet requests?

INFORMAL EVALUATION

An informal evaluation contains the same elements as the formal evaluation but generally does not include a visiting evaluation team, nor does it evaluate the entire program in a limited time period. The informal evaluation may begin with the recommendations of the formal evaluation process, or it may select one component of the program to be studied and evaluated.

Informal evaluation is performed with the goal of improving a specific operation, service or instructional activity. It uses input from the members of the community served by the library media program: the students, the teachers and the administration

of the school.

One informal evaluation example might be the success/failure rate of student magazine requests. According to the earlier process chart, the library media specialist describes what constitutes a rate of success for magazine requests, and then compares the current success/failure rate to the determined success rate. If the program is falling short of the success rate, then the library media specialist determines needs and priorities and establishes a plan to improve the situation. The evaluation process can then begin anew.

The process of comparing the present program to a success measure dictates some type of data collection. Data collection may be direct data, opinion, interview or observational but should always involve people affected by the operation--the student, the teacher or the administrator, in addition to the library media staff. Deciding how to collect the data, when it will be done and who will collect it are important parts of the data collection process.

Determining priorities for the desired needs or recommendations is an important part of the evaluation process, since reallocating resources usually means that something else must be eliminated or reduced. The benefits and losses must be considered before continuing the planning process.

SOME INFORMAL EVALUATION QUESTIONS FOR STUDY

How many co-designed lesson plans have been implemented this year?

Which teachers are not using the library media center, and how shall we get those who aren't to do so?

How often have equipment requests been turned down for lack of equipment or because equipment is undergoing repair?

How many classes have been turned away from the library media center for lack of space?

How long is the processing time for new materials, and how can we speed up the process?

What can we do to encourage students to return overdue materials for others to use?

How often is the library media center closed for drop-in students during the school day, and how can that record be improved?

Which materials are being read the most, and are there enough copies to meet requests?

APPENDIX A

WAC 180-46 WITH 1981 STATE BOARD GUIDELINES

PURPOSE

WAC 180-46-005 PURPOSE. The Purpose of this chapter is to implement RCW 28A.305.180 through the adoption of rules and regulations establishing minimum standards for integrating school district library and media services into learning resources centers.

GUIDELINE: It is intended that the Superintendent of Public Instruction and each school district shall use the provisions of this chapter (180-46WAC) as minimum standards against which the development and operation of learning resources center programs are measured.

RESOURCES

WAC 180-46-010 LEARNING RESOURCES CENTERS. Audiovisual centers, libraries and media centers shall be integrated into a learning resources center and may consist of other designated space(s) within each school building or campus.

GUIDELINE: Regardless of whether the program functions in one location or various areas of the school, overall coordination of the program is required.

WAC 180-46-015 LEARNING RESOURCES. Instructional materials, the library collections and audiovisual equipment shall be integrated as learning resources which are defined as, but not limited to, those organized collections of books, filmstrips, slide sets, newspapers, educational radio programs, educational television programs, periodicals, microforms, audio and video formats, records, vertical file collections, pamphlets, study prints, maps, charts, globes, overhead transparencies, dioramas, realia, models and other materials and equipment that provide instructional value.

PROGRAMS

WAC 180-46-020 LEARNING RESOURCES PROGRAMS. Audiovisual, library and media programs shall be integrated as learning resources programs. These programs in each school district are to be directed toward the implementation of the district's instructional goals and objectives and consistent with the goals for Washington common schools, as adopted by the State Board of Education. These programs are to include strategies for implementation and a system for continuing evaluation.

GUIDELINE:

(1) The program should have goals and objectives which focus on the needs of the learner.

(2) The program should be an integral part of basic education providing opportunities for students to perform intellectual functions, and to acquire study skills for independent and life-long learning.

(3) Implementation strategies should include:

a. The selection and matching of message forms, (media) and teaching methods to specified student objectives and learning styles.

b. The application of basic learning and communication theories into the instructional process and the development of curriculum.

c. The involvement of students, teachers, administrators, learning resources specialists and community in program development, implementation and evaluation.

(4) Evaluation of the program should be based upon the identified goals and objectives.

WAC 180-46-025 SERVICES. Each school district shall provide services relevant to an integrated with the district's educational program and directed toward meeting the creative and informational needs of each student.

GUIDELINE:

1. Services should include:

a. Instruction in:

(i) The development of skills in the use of all learning resources integrated with the instructional programs.
(ii) The development of independent learning skills.
(iii) The development of skills in the use of information for decision making.
(iv) Literary appreciation.
(v) Using media to develop creative activities.
(vi) Visual literacy.
(vii) Use of various media forms to meet student learning objectives.

b. Provision for:
(i) Consultation with teachers in the application of media to instruction.
(ii) Information services to students and teachers.
(iii) Working with teachers on instructional design.
(iv) Evaluation, selection, utilization and organization of learning resources.
(v) Management of the program, materials, equipment and personnel.

WAC 180-46-030 EQUIPMENT AND MATERIALS. Each school district shall provide learning and teaching resources in each school which are adequate in quality, quantity and variety and organized so as to enable students and professional staff to select materials necessary to achieve the district's instructional objectives.

GUIDELINE:

(1) The learning resources of each school shall be selected in accordance with the adopted district instructional materials policy as required by RCW 28A.320.230 and RCW 28A.640.
(2) Each school shall be provided with its own organized collection of learning resources which should:
a. Meet the requirements of the courses of study offered and the district's instructional objectives.
b. Be available in a variety of formats and varying levels of difficulty.
c. Be classified and cataloged according to a standardized format.

d. Be weeded and updated on an annual evaluation.

(3) Materials - the minimal collection (materials organized through the learning resources center program) available in each school should include:

a. Books - 3,000 volumes, or 10 books per student, whichever is greater; 8 books per student in schools over 1,200; schools which enroll less than 100 students should have a minimum of 1,500 books or 100 books per student whichever is less with access to additional volumes to meet the minimum standards.

b. Newspapers - Elementary: 1 local; Junior High and Senior High: 1 local, 1 national, and 2 metropolitan.

c. Periodicals - Elementary: 15 (plus 1 per each 50 students over 250 enrollment); Junior High : 40 (plus 1 per each 50 students over 250 enrollment) Senior High: 55 plus 1 per each 50 students over 250 enrollment).

d. Other audiovisual materials, such as audio and video tapes, records, slides, transparencies, maps, globes, models and charts.

e. An organized vertical file collection which includes such items as pamphlets, maps, clippings, and pictures.

f. A collection of professional books, periodicals, and audiovisual materials.

g. Ready access to at least 1,200 16mm/video format titles, plus 1 additional title per teacher in the service area.

PRODUCTION

WAC 180-46-035 PRODUCTION. Each school district shall provide the opportunity for every student and teacher to design and produce a variety of media as part of the learning and teaching process.

GUIDELINE: The opportunity for design and production of learning resources includes:

(1) Materials and equipment for simple production of teaching and learning resources needed in each school.

(2) Instruction in production techniques for students and staff.

(3) Access to more extensive and specialized equipment and services either through the district or other sources.

FACILITIES

WAC 180-46-040 FACILITIES. Each school district shall provide in each school learning resource facilities so arranged as to encourage individualized and group learning through a wide variety of experiences.

GUIDELINE:

(1) Existing space should be furnished and functionally arranged with shelving for the collection; provision shall be made for noise and light control.

(2) The facilities should provide space for individual and group reading, listening, viewing, production and creative activities.

(3) Space should be provided for circulation, storage, minor repair of materials and equipment, production of materials, conferences, displays and office functions necessary to administer the learning resources program.

(4) Newly constructed or remodeled learning resource centers should provide (but are not limited to) the minimal space requirements for: seating space for 10% of the enrollment @ 40 square feet per student and additionally up to 2,500 square feet (depending on enrollment) for supporting functions outlined in (3) above.

   a. The learning resources facility should be located so as to provide minimum accessibility to students and teachers with consideration given to the possible need for extended service in terms of hours and/or users.

   b. Provision should be made for the appropriate incorporation of future developments in educational technology.

STAFF

WAC 180-46-045 STAFF. Each school district shall provide for a sufficient number of qualified certificated and supportive learning resources staff to meet the identified needs of students and teachers in each school.

GUIDELINE:

(1) Professional staff shall posses valid teaching certificates. The professional staff member should have specialized preparation in the field of learning resources equal to at least 24 quarter hours and/or the equivalent

competencies as required for the library media endorsement on the Initial Level Teaching Certificate.

(2) Specialized preparation in learning resources should include:

a. Media (print and nonprint materials and equipment): selection, evaluation, utilization, production and design of materials; reference reading for children and young adults; cataloging and processing; information storage and retrieval. (Initial level teaching certificate with library media endorsement.)

b. Management: planning the development of the media program to support the schools instructional program; managing and evaluating learning resources center programs, people and resources. (Initial level teaching certificate with library media endorsement.)

c. Curriculum and Instruction: instructional design and curriculum development (planning, implementation, evaluation); educational communications and technology.

d. Group Dynamics/Human Relations: child development; human relations and group processes.

(3) Classified supportive staff should possess clerical and/or technical competencies (production and design of materials, acquisition, cataloging and processing of materials and equipment) and work under the direction of the qualified certificated staff.

(4) Recommended minimal staffing:

a. Building level:

Number of students enrolled	F.T.E. Certificated	F.T.E. Classified
100-150	.5	.5
151-350	.5	1.0
351-600	1.0	1.0
601-800	1.0	1.5
801-1200	1.5	2.0
1201-1800	2.0	2.5
1800+	2.5	3.0

b. For school districts 0-250 see guidelines for WAC 180-46-055.

ACCESS

WAC 180-46-050 ACCESS. Each school district shall provide in each school a learning resources program which provides maximum access by students and teachers throughout the school year.

GUIDELINE: Students should be free to come to the center as individuals, in small and large groups throughout the school day; no student is excluded because of age or inability to read or write.

SOURCES

WAC 180-46-055 OTHER SOURCES. When it is not feasible to provide resources at the building, the use of sources beyond the building must be considered as an alternate way of meeting standards.

GUIDELINE:

(1) The provision for learning resources needed by students in the individual school building is the responsibility of the local school district. The use of other sources to supplement those provided in each school does not release the district from this responsibility.

(2) Alternatives used to implement the provision outlined in this chapter should be related to the educational goals and objectives of the district.

(3) To assist in attaining these standards each school learning resources program should utilize the supplemental services and support provided through the district, multi-district and/or regional level (such as other school district, educational service districts and public libraries). Authorized in RCW 28A.58.075.

(4) As a minimum for districts (or school) which enroll fewer than 100 students the responsibility for coordinating the learning resources program should be delegated to one staff member, who has the support of qualified professional (as defined in (1) WAC 180-46-045) assistance at least once per week though cooperative arrangements (i.e., educational service district, public library, college or university, and professional associations).

(5) Districts which enroll fewer than 250 students may meet the professional staff requirements by prorating professional staff among the schools.

PROGRAM EVALUATION

WAC 180-46-065 PROGRAM EVALUATION. The guidelines adopted by the State Board of Education, which were developed by the Superintendent of Public Instruction as required by RCW 28A.03.095, shall be made available to school districts for use in assessing their learning resources programs and school districts shall be subject to continuing evaluation for such programs pursuant to WAC 180-16-240(2)(e).

APPENDIX B

WAC 180-79-300, 370 (CERTIFICATION)

WAC 180-79-300 Subject area endorsement recommendations by colleges and universities. Applicants for subject area endorsements may apply directly to a Washington college or university with an approved preparation program in the particular subject area. Only applicants who have provided sufficient evidence of completion of the required course work and the essential areas of study for the particular subject area endorsement or who have passed written examinations pursuant to WAC 180-79-303 shall be recommended, by the college or university, to the superintendent of public instruction an endorsement in such subject area: *Provided,* That nothing within this chapter precludes a college or university from adopting additional requirements as conditions for recommendation, by such college or university, to the superintendent of public instruction for a particular subject area endorsement.

WAC 180-79-370 Learning resources -- Subject area endorsement. In order to receive an endorsement in learning resources, the candidate shall have completed the minimum course work credit hours in the subject area of learning resources, including, but not limited to, credit hours in each of the following essential areas of study:

(1) Library/media materials selection.
(2) Materials production.
(3) Literature for children and young adults.
(4) Information services.
(5) Learning resources management.
(6) Instructional methods in learning resources.

APPENDIX C

1990 SURVEY OF WASHINGTON SCHOOL LIBRARIES

Media Centers

Under the sponsorship of the Office of the Superintendent of Public Instruction, the Washington Library Media Association and with the financial support of a number of corporate sponsors, a survey was conducted in the State of Washington. The project was designed and conducted by Dr. Paul M. Christensen (North Kitsap School District, Poulsbo, Washington) with the assistance of Dr. Carol A. Doll (University of Washington) on the survey design and Dr. Lucky Tedrow (Western Washington University) on data set-up and analysis. The survey, which was initially designed to replicate a national survey of school library media centers completed during the years of 1985-86, was administered during the winter and spring of 1990. The national survey form was modified to be more applicable to particular situations in Washington State.

The survey collected data on school size, staff numbers, expenditures, facilities and collections. The survey also collected information on services provided by school library media programs and the uses of these services. Descriptions of 24 different services that might be offered by the library media center staff were included. (The list of the services is attached at the end of this appendix.) Respondents were asked to state the frequency that each service was provided--zero, small (about 1 to 6 hours a month), medium (about 7 to 15 hours per month), or large (more than 16 hours per month). A score of 3 was assigned for large, a 2 for medium, a 1 for small and 0 for a service never performed with the maximum possible service points of 72. A summary of the services scored is provided in the three columns at the 75th, 80th and 90th percentile. The services range from the traditional, such as providing reference assistance and assisting students in locating information, to ones involving video production and cable television.

Survey forms were sent to a stratified random sample of 345 public and private

schools in Washington State. Of the 345 surveys sent, 69 schools were excluded, 26 as "non-typical" schools; e.g. hospital schools, alternative schools, 27 schools with no library media centers, 14 schools with no response and 2 schools with missing data. All of the figures in the guidelines are drawn from this subsample of 276 schools. The subsample is further broken down by student body size and school level, as follows:

Elementary schools under 500	86
Elementary schools over 500	65
Middle/Junior high schools under 500	29
Middle/Junior high schools over 500	30
High schools under 500	33
High schools between 500 and 1,000	17
High schools over 1,000	16
	276

Characteristics regarding staff, facilities, collection, summary of services and budget are reported for the subsample in three columns. Column 1 provides the levels for schools at the 75th percentile (i.e. 75% of the schools on the subsample provide support at this level or lower). Column 2 shows the 80th percentile and Column 3 the 90th percentile.

Some notes concerning the characteristics: collection data are counts, values within the budget section should be read as monetary figures and total figures in the budget categories are not cumulative.

These guidelines are intended to provide assistance in developing an exemplary library media program, therefore the tables only show the characteristics of programs at higher levels. Using level and size categories allows readers to select programs that are comparable to their own.

Elementary Schools with Enrollments under 500

	Percentile Level		
	75	80	90
Staff			
Full-time Equivalent (FTE) Certified Professional Staff	1.0	1.0	1.0
FTE Classified Staff	1.0	1.0	1.0
FTE Total Paid Staff (Certified and Classified)	2.0	2.0	2.0
FTE Adult Volunteers	0.13	0.25	0.3
FTE Student Volunteers	0.33	0.38	0.6
Collection			
Number of Books Held, End '89 (Volumes)	8,000	8,420	9,860
Total Book Titles Held per Pupil	24	25	32
Number of Serials Held, End '89	21	24	29
Subscriptions Held per 100 Pupils	6	7	8
Number of Microforms Held, End '89	0	0	0
Number Audio Titles Held, End '89	188	220	351
Number of Visual Materials Held, End '89	350	530	775
Other materials Held--maps, study prints, etc. End,'89	105	122	176
Facilities			
Net Area (in square feet) for Library Media Center	2,025	2,160	2,872
Number of Seats Available in Library Media Center	41	45	50
Summary of Services			
Cumulative Summary of Twenty-four Services	31.5	33.8	38.4
Budget			
Book Budget per Pupil	$ 9.05	10.00	12.73
Serial Budget per Pupil	1.07	1.13	1.45
Software Budget per Pupil	2.15	2.34	3.20
Audiovisual Budget per Pupil	2.35	3.49	4.80
Film Rental Budget per Pupil	5.54	5.97	.00
Total Hardware Budget per Pupil	$ 2.68	2.86	4.30
Total Collection Budget per Pupil	11.93	13.93	19.27
Total Library Media Collection Budget per Pupil	17.25	18.87	31.22

Elementary Schools with Enrollments Over 500

	Percentile Level		
	75	80	90
Staff			
Full-time Equivalent (FTE) Certified Professional Staff	1.0	1.0	1.0
FTE Classified Staff	1.0	1.0	1.4
FTE Total Paid Staff (Certified and Classified)	2.0	2.0	2.0
FTE Adult Volunteers	0.58	0.68	1.22
FTE Student Volunteers	0.29	0.50	0.69
Collection			
Number of Books Held, End '89 (Volumes)	10,000	10,034	11,769
Total Book Titles Held per Pupil	17	17	21
Number of Serials Held, End '89	24	25	27
Subscriptions Held per 100 Pupils	4	4	5
Number of Microforms Held, End '89	0	0	0
Number Audio Titles Held, End '89	300	300	322
Number of Visual Materials Held, End '89	400	445	608
Other materials Held--maps, study prints, etc. End,'89	189	206	387
Facilities			
Net Area (in square feet) for Library Media Center	3,150	3,307	4,531
Number of Seats Available in Library Media Center	51	56	66
Summary of Services			
Cumulative Summary of Twenty-four Services	33.5	35.8	43.4
Budget			
Book Budget per Pupil	$ 7.95	8.47	9.51
Serial Budget per Pupil	.75	.76	1.00
Software Budget per Pupil	.41	.73	.89
Audiovisual Budget per Pupil	1.13	1.37	1.79
Film Rental Budget per Pupil	6.10	6.10	.00
Total Hardware Budget per Pupil	$ 2.19	2.78	3.44
Total Collection Budget per Pupil	9.12	9.85	11.82
Total Library Media Collection Budget per Pupil	13.78	15.98	18.54

Middle/Junior High Schools with Enrollment under 500

	Percentile Level		
	75	80	90
Staff			
Full-time Equivalent (FTE) Certified Professional Staff	1.0	1.0	1.0
FTE Classified Staff	1.0	1.0	1.0
FTE Total Paid Staff (Certified and Classified)	2.0	2.0	2.0
FTE Adult Volunteers	0.08	0.08	0.74
FTE Student Volunteers	0.86	0.89	1.2
Collection			
Number of Books Held, End '89 (Volumes)	9,308	10,000	10,500
Total Book Titles Held per Pupil	33	36	71
Number of Serials Held, End '89	43	45	55
Subscriptions Held per 100 Pupils	14	15	23
Number of Microforms Held, End '89	0	0	0
Number Audio Titles Held, End '89	105	120	200
Number of Visual Materials Held, End '89	450	472	500
Other materials Held--maps, study prints, etc. End,'89	291	648	3,550
Facilities			
Net Area (in square feet) for Library Media Center	3,600	4,640	5,536
Number of Seats Available in Library Media Center	60	64	75
Summary of Services			
Cumulative Summary of Twenty-four Services	31.5	32	38
Budget			
Book Budget per Pupil	$ 10.75	11.51	15.00
Serial Budget per Pupil	2.67	4.03	5.05
Software Budget per Pupil	.77	2.07	4.01
Audiovisual Budget per Pupil	1.07	1.44	1.75
Film Rental Budget per Pupil	6.45	8.20	.00
Total Hardware Budget per Pupil	$ 6.30	8.89	15.44
Total Collection Budget per Pupil	16.16	19.67	23.49
Total Library Media Collection Budget per Pupil	24.54	27.55	52.27

Middle/Junior High Schools with Enrollments over 500

	Percentile Level		
	75	80	90
Staff			
Full-time Equivalent (FTE) Certified Professional Staff	1.0	1.0	1.0
FTE Classified Staff	1.0	1.0	1.0
FTE Total Paid Staff (Certified and Classified)	2.0	2.0	2.0
FTE Adult Volunteers	0.21	.0	.0
FTE Student Volunteers	1.28	1.43	1.59
Collection			
Number of Books Held, End '89 (Volumes)	12,569	13,424	14,980
Total Book Titles Held per Pupil	20	21	26
Number of Serials Held, End '89	56	60	82
Subscriptions Held per 100 Pupils	9	9	11
Number of Microforms Held, End '89	0	0	4
Number Audio Titles Held, End '89	185	200	220
Number of Visual Materials Held, End '89	338	390	1,007
Other materials Held--maps, study prints, etc. End,'89	194	200	419
Facilities			
Net Area (in square feet) for Library Media Center	4,121	4,240	5,200
Number of Seats Available in Library Media Center	90	90	115
Summary of Services			
Cumulative Summary of Twenty-four Services	36	37.6	43.8
Budget			
Book Budget per Pupil	$ 7.28	7.81	10.37
Serial Budget per Pupil	2.52	2.38	3.21
Software Budget per Pupil	.40	.54	1.01
Audiovisual Budget per Pupil	.69	.80	1.22
Film Rental Budget per Pupil	.00	.00	.00
Total Hardware Budget per Pupil	$ 2.50	2.85	4.39
Total Collection Budget per Pupil	9.28	10.04	12.63
Total Library Media Collection Budget per Pupil	15.04	16.97	22.65

High Schools with Enrollments under 500

	Percentile Level		
	75	80	90
Staff			
Full-time Equivalent (FTE) Certified Professional Staff	1.0	1.0	1.0
FTE Classified Staff	1.0	1.0	1.0
FTE Total Paid Staff (Certified and Classified)	2.0	2.0	2.0
FTE Adult Volunteers	.10	.12	.39
FTE Student Volunteers	.50	.52	1.01
Collection			
Number of Books Held, End '89 (Volumes)	9,045	10,000	11,398
Total Book Titles Held per Pupil	36	38	70
Number of Serials Held, End '89	60	68	72
Subscriptions Held per 100 Pupils	29	29	33
Number of Microforms Held, End '89	3	19	32
Number Audio Titles Held, End '89	74	104	203
Number of Visual Materials Held, End '89	206	283	500
Other materials Held--maps, study prints, etc. End,'89	109	150	293
Facilities			
Net Area (in square feet) for Library Media Center	3,744	4,270	4,994
Number of Seats Available in Library Media Center	52	55	60
Summary of Services			
Cumulative Summary of Twenty-four Services	31	33.2	39.8
Budget			
Book Budget per Pupil	$ 15.22	19.36	24.46
Serial Budget per Pupil	6.06	6.40	8.18
Software Budget per Pupil	1.01	1.06	.00
Audiovisual Budget per Pupil	3.72	4.29	7.52
Film Rental Budget per Pupil	8.59	8.80	.00
Total Hardware Budget per Pupil	$ 5.85	12.86	28.16
Total Collection Budget per Pupil	28.17	31.90	37.77
Total Library Media Collection Budget per Pupil	42.86	50.98	68.45

High Schools with Enrollments between 500 & 1,000

	Percentile Level		
	75	80	90
Staff			
Full-time Equivalent (FTE) Certified Professional Staff	1.0	1.0	2.2
FTE Classified Staff	1.5	2.0	2.0
FTE Total Paid Staff (Certified and Classified)	3.0	3.0	3.0
FTE Adult Volunteers	.0	.0	.0
FTE Student Volunteers	2.12	2.38	2.48
Collection			
Number of Books Held, End '89 (Volumes)	12,000	12,000	15,477
Total Book Titles Held per Pupil	14	17	20
Number of Serials Held, End '89	84	89	94
Subscriptions Held per 100 Pupils	13	14	14
Number of Microforms Held, End '89	475	2,250	4,449
Number Audio Titles Held, End '89	300	503	659
Number of Visual Materials Held, End '89	940	940	1,200
Other materials Held--maps, study prints, etc. End,'89	200	419	565
Facilities			
Net Area (in square feet) for Library Media Center	6,284	7,500	9,275
Number of Seats Available in Library Media Center	97	103	114
Summary of Services			
Cumulative Summary of Twenty-four Services	33.5	36.2	38.8
Budget			
Book Budget per Pupil	$ 14.23	14.65	17.02
Serial Budget per Pupil	3.41	3.47	3.95
Software Budget per Pupil	1.91	2.35	.00
Audiovisual Budget per Pupil	2.73	2.86	8.44
Film Rental Budget per Pupil	.00	.00	.00
Total Hardware Budget per Pupil	$ 4.23	4.43	4.56
Total Collection Budget per Pupil	19.84	21.10	24.41
Total Library Media Collection Budget per Pupil	28.23	28.50	32.35

High Schools with Enrollments over 1,000

	Percentile Level		
	75	80	90
Staff			
Full-time Equivalent (FTE) Certified Professional Staff	2.0	2.0	2.3
FTE Classified Staff	2.75	3.0	3.0
FTE Total Paid Staff (Certified and Classified)	4.0	4.0	4.0
FTE Adult Volunteers	.0	.0	.0
FTE Student Volunteers	1.72	2.2	2.47
Collection			
Number of Books Held, End '89 (Volumes)	19,000	19,851	22,432
Total Book Titles Held per Pupil	17	17	17
Number of Serials Held, End '89	115	132	143
Subscriptions Held per 100 Pupils	8	9	11
Number of Microforms Held, End '89	576	785	1,031
Number Audio Titles Held, End '89	422	486	518
Number of Visual Materials Held, End '89	374	445	623
Other materials Held--maps, study prints, etc. End,'89	255	266	270
Facilities			
Net Area (in square feet) for Library Media Center	9,000	9,000	9,400
Number of Seats Available in Library Media Center	144	180	201
Summary of Services			
Cumulative Summary of Twenty-four Services	39	40.2	41
Budget			
Book Budget per Pupil	$ 5.70	6.00	6.79
Serial Budget per Pupil	2.15	2.56	3.24
Software Budget per Pupil	.13	.85	.00
Audiovisual Budget per Pupil	.40	.43	1.83
Film Rental Budget per Pupil	.00	.00	.00
Total Hardware Budget per Pupil	$ 2.76	2.95	3.63
Total Collection Budget per Pupil	8.18	9.43	11.69
Total Library Media Collection Budget per Pupil	14.59	15.36	22.78

Library Media Services Offered

1. Offers a sequential program of library skills instruction.
2. Coordinates library skills instruction with classroom instruction.
3. Informally instructs students in the use of various types of materials and equipment.
4. Conducts inservice education for teachers in the effective evaluation, selection, and use of media.
5. Assists curriculum committee in selecting appropriate materials and media program activities for resource units and curriculum guides.
6. Helps individual teachers to coordinate media program activities and resources with subject areas, units, and textbooks.
7. Helps teachers to develop, select, implement, and evaluate learning activities requiring various types of media.
8. Provides teachers with information about new educational and media developments.
9. Assists students in locating information and resources valuable to their educational needs and to the growth of their personal interests and ability.
10. Assists students in locating information and resources valuable to their educational needs and to the growth of their personal interests and ability.
11. Helps students and teachers find and use relevant information sources outside the school.
12. Provides interlibrary loan services to students.
13. Provides interlibrary loan services to teachers.
14. Provides reading/listening/viewing guidance to students.
15. Helps parents realize the importance of assisting their children to understand the benefits of reading, listening, and viewing for pleasure as well as for gaining information.
16. Coordinates in-school production of materials required for instructional use and other activities.
17. Provides technical assistance to students in the production of materials.
18. Provides technical assistance to teachers in the production of materials.

19. Coordinates textbook selection, ordering, and distribution program in school.
20. Coordinates school-operated radio station.
21. Coordinates video production activities in school.
22. Coordinates cable or other TV transmission and utilization activities in school.
23. Provides software for students.
24. Provides software for teachers.

The above list is the 24 services that respondents were asked to respond to as part of the survey.

APPENDIX D

NATIONAL PROFESSIONAL ORGANIZATION DOCUMENTS

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan and doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL LIBRARY MEDIA PROGRAM

An interpretation of the *Library Bill of Rights*

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the LIBRARY BILL OF RIGHTS apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historic issues.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan

and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee student access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern,. School library media professionals implement district policies and procedures in the school.

STATEMENT ON INTELLECTUAL FREEDOM

The Association for Educational Communications and Technology

The First Amendment to the Constitution of the United States is a cornerstone of our liberty, supporting our rights and responsibilities regarding free speech both written and oral.

The Association for Educational Communications and Technology believes this same protection applies also to the use of sound and image in our society.

Therefore, we affirm that:

Freedom of inquiry and access to information - regardless of the format or viewpoints of the presentation - are fundamental to the development of our society. These rights must not be denied or abridged because of age, sex, race, religion, national origin, or social or political views.

Children have the right to freedom of inquiry and access to information; responsibility for abridgement of that right is solely between an individual child and the parent(s) of that child.

The need for information and the interests, growth, and enlightenment of the user should govern the selection and development of educational media, not the age, sex, race, nationality, politics, or religious doctrine of the author, producer, or publisher.

Attempts to restrict or deprive a learner's access to information representing a variety of viewpoints must be resisted as a threat to learning in a free and democratic society. Recognizing that within a pluralistic society efforts to censor may exist, such challenges should be met calmly with proper respect for the beliefs of the challengers. Further, since attempts to censor sound and image material frequently arise out of misunderstanding of the rationale for using these formats, we shall attempt to help both user and censor to recognize the purpose and dynamics of communication in modern times regardless of the format.

The Association for Educational Communications and Technology is ready to cooperate with other persons or groups committed to resisting censorship or abridgement of free expression and free access to ideas and information.

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